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ABSTRACT

This handbook for the distributive education coordinator was designed to provide information on adult distributive education (D.E.) and to outline the necessary steps in establishing and conducting an adult program. It begins with an introduction which lists the intrinsic values of adult D.E. and the advantages that these programs offer to the student, school, businesses, and community. The remaining content discusses each of the following eight steps in setting up an adult D.C. program: (1) determining what to offer, (2) obtaining course outlines (includes a list of available outlines), (3) recruiting adult instructors (covers qualifications and certification), (4) preparing adult instructors, (5) promoting adult D.C. programs, (6) teaching adult D.E. programs, (7) filing state department forms (includes sample form), and (8) evaluating adult D.E. programs (includes sample evaluation form). The appendix contains a form for a statement of qualifications for vocational education teachers in Mississippi and Mississippi's policies and regulations for adult education. (EM)

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# ADULTS NEED D.E. TOO

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CE 018 618

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## Procedures for Teachers

This handbook is designed as a guide and aide for the Distributive Education Coordinator who has responsibility for the adult phase of the curriculum. The purpose of this handbook is to give the D.E. Coordinator an understanding of Adult Distributive Education and to outline the necessary steps in establishing and carrying through a program. By following the steps listed, the Coordinator can easily determine what must be done beginning with the time responsibility is given for an adult class until such time as the course concludes and all the paperwork is completed and submitted to the State Department.

## Handbook Objectives

This publication was designed to provide information about Adult Distributive Education Programs. Specifically, the objectives are to provide the D.E. Coordinator with:

A list of intrinsic values relating to an Adult Program;

The steps and procedures necessary in establishing and conducting an Adult Program;

Information pertinent to State Department requirements for teacher certification and reimbursement of Adult Programs; and

An instrument to use in evaluation of Adult Programs.

## Introduction

As a Distributive Education Coordinator, you have a responsibility to serve the whole community and not just the school. Part of this service should be rendered in the form of adult education. Adult Distributive Education offers many benefits to the community as well as to the teacher coordinator. These benefits should give you motivation to stress very strongly the adult phase of your program.

To point out a few of the intrinsic values of Adult Distributive Education, the following list is offered for your consideration:

1. The feeling of pride you experience after performing a service to your community;
2. The improved placements of cooperative students brought about by a better understanding of employers;
3. The exposure to unfamilar businesses and the resulting development of new training sponsors;
4. The increased support of distributive education by the community;
5. The opportunity to interact on a personal basis with the community business leaders; (3)
6. The reputation of being a truly professional D.E. Coordinator who is interested in all aspects of the program;
7. Professional growth and maturity that is gained by working with other professionals in the field;
8. The ability to organize, promote, carry through, and evaluate a part of distributive education that many coordinators never experience; and
9. The satisfaction of seeing people employed as a result of your efforts.

In addition to the intrinsic values listed, the D.E. Coordinator should keep in mind the advantages which adult programs offer. These advantages are as follows:

For the student:

Preparation for employment

Improved job performance

Updated job skills and employment information

Aid in preparing for job advancement

For the school:

Provide a liaison between the school and the business community

Enhance and expand the curriculum

For the businesses:

Improve on-the-job efficiency

Assistance in training personnel

Provide an opportunity for business to participate in education

For the community:

Assistance with the unemployment problem

The opportunity for all citizens to participate in local education

Improved civic consciousness

After reviewing the values and advantages of an Adult D.E. Program, the Coordinator should realize its importance. Such a program will increase the Coordinator's proficiency as a professional educator, and provide greater work satisfaction.

## Steps in Setting up An Adult D.E. Program

In order to establish and proceed with an Adult Distributive Education Program, a certain sequence of steps must be followed. These steps include:

I Determining What to Offer

II Obtaining Course Outline

III Recruiting Adult Instructors

IV Preparing Adult Instructors

V Promotion of Adult D.E.

VI Teaching the Adult Class

VII Filing State Department Forms

VIII Evaluating Adult D.E.

### Step I - Determining What to Offer

If the Adult D.E. Program is to be successful, the Distributive Education Coordinator must have skill and knowledge in the methods used to determine what courses the community needs and also what courses they want. This can be accomplished in several ways.

First of all, the prospective adult learners must be assessed as to their characteristics, interests, and occupational needs. (1) To receive help in obtaining this information, the D.E. Coordinator should make contact with the Mississippi Employment Agency and elicit their cooperation. Other social agencies in the local community may also have useful information.

Secondly, it must be determined how many currently employed distributive workers there are and to what extent they need further training. This information is often easily obtained by the D.E. Coordinator during

frequent visits to the business establishments. If more accurate information is needed, a simple brochure can be developed and mailed to the distributive businesses in the community. Information solicited through the brochure should include the number of persons employed and types of training desired. The D.E. Coordinator will probably receive more response from this method if the brochure is designed in such a manner that only necessitates the businessperson placing checkmarks by the appropriate information.

A third method of determining adult education needs is through a knowledge of current events. For example, if there has recently been a sharp increase in the number of bad checks, then possibly a class concerning bad checks should be developed. If the amount of shoplifting has shown an upsurge, then possibly a class centering an anti-shoplifting procedures should be developed.

The D.E. Coordinator who is thoroughly familar with the business community and stays attuned to current happenings and problems will have little trouble in determining what to offer in Adult Distributive Education.

After determining what course or courses to offer, the D.E. Coordinator is ready to proceed with Step II, Obtaining the Course Outline.

Step II - Obtaining Course Outline

The following is a list of adult courses for which outlines are available. Any of these outlines can be obtained by contacting the State Department of Education, Vocational Education Division. Any correspondence should be directed to the State Supervisor of Distributive Education.

## Clinics and Short Courses

| | Title | Length |
|---|---|---|
| 1. | Hospitality and Tourism Clinic*** | 3-10 hours |
| 2. | Food Service Training for Waitresses*** | 8-10 hours |
| 3. | Shoplifting Prevention Clinic | 1½ hours |
| 4. | Bad Check Prevention Clinic | 1½ hours |
| 5. | Human and Job Relations in Business | 6-10 hours |
| 6. | Good Telephone Usage Clinic | 1 hour |
| 7. | Truth in Lending Seminar | 8-10 hours |
| 8. | Food Service Training for Kitchen Personnel | 8-10 hours |
| 9. | Food Service Customer Relations | 8-10 hours |
| 10. | Food Store Customer Relations | 2 hours |
| 11. | Desirable Work Characteristics | 4-6 hours |
| 12. | Service Selling | 6 or 10 hours |

## Regular Courses

| | Title | Length |
|---|---|---|
| 1. | Business Management Institute (21 possible topics; co-sponsored by U.S. Small Business Administration) | 8-12 hours |
| 2. | Successful Sales and Service Seminar | 10 hours |
| 3. | Successful Supervision and Management Seminar | 10 hours |
| 4. | Real Estate Principles and Exam Preparation | 30 hours |
| 5. | Creative Selling | 10 hours |
| 6. | Credit Collections*** | 10 hours |
| 7. | Basic Retail Training | 30 hours |
| 8. | Retail Sales Training Film Program includes:<br>a. Professional Selling Practices (techniques) Film Series I and II<br>b. People Sell People (attitudes) Film Series III | 4 hours |
| 9. | Route Selling | 20 hours |
| 10. | Interior Decorating | 15-20 hours |
| 11. | Floral Design | 25-30 hours |
| 12. | Basic Fashion Training | 10 hours |

| | | |
|---|---|---|
| 13. | Charm and Personal Development for Business Women | 10 hours |
| 14. | Fashion Merchandising | 20 hours |
| 15. | Fundamentals of Tax Preparation | 24-36 hours |
| 16. | Tax Accounting for Small Retail Businesses | 16-20 hours |
| 17. | What Investing is All About | 20-45 hours |
| 18. | Securities and Investing | 16 hours |
| 19. | Mechanics of Selling | 10 hours |
| 20. | Salesmanship for Seasonal Full-Time Workers | 10 hours |
| 21. | Retail Merchandising | 20 hours |
| 22. | Records Keeping for Small Retail Businesses | 40 hours |
| 23. | Installment Credit | 45 hours |
| 24. | Advertising Seminar | 8 hours |
| 25. | Interior Display | 16 hours |
| 26. | Business Finance | 40-45 hours |
| 27. | Business Management | 40-50 hours |
| 28. | Bank Public Relations and Marketing | 40-50 hours |
| 29. | Money and Banking | 45 hours |
| 30. | Principles of Bank Operation | 45 hours |
| 31. | Apartment House Management | 10-20 hours |
| 32. | Beginning Cake Decorating | 30 hours |
| 33. | Advanced Cake Decorating | 30 hours |
| 34. | Supervisory Housekeeping | 15-30 hours |
| 35. | Basic Speech for Business Workers | 20-25 hours |
| 36. | Speed Reading for Sales and Service Workers | 25 hours |
| 37. | Wholesale Grocery Deliveryperson Training | 24 hours |
| 38. | Transportation and Traffic Management I | 45 or 100 hours |
| 39. | Transportation and Traffic Management II | 45 or 100 hours |
| 40. | Occupational Adjustment | 20 hours |
| 41. | Pension Planning | 30 hours |

Some additional courses to consider offering:

1. Gift Wrapping and Holiday Selling
2. Supermarket Checker Education
3. How to Conduct Profitable Meetings
4. How to Organize Your Work
5. How Our Business System Works
6. Professional Direct Selling
7. Wholesale Distributor Representatives Training Program (primarily for auto parts wholesale representatives)
8. Travel Agency Procedures
9. Tour Guide Training
10. Hotel-Motel Management and Supervisory Courses from American Hotel and Motel Association
11. Basic Hotel Housekeeping (for certification purposes)
12. Insurance--Many programs available from Insurance Institute of America and the American Institute of Property and Liability Underwriters
13. Life Insurance Underwriting
14. Airline Reservations and Ticketing
15. Advanced Investments and Securities

The next step in the program is that of Recruiting Adult Instructors. If this process has not already been started, then it should be at this time.

Step III - Recruiting Adult Instructors

This step in the program is probably the single most important aspect. If a competent instructor is not recruited, the prospect of having a successful class is appreciably diminished.

Qualifications - State Department. The State Department through the State Plan has established certain qualifications or standards that must be met by potential teachers in an Adult Distributive Education Program. An exact reproduction of these qualifications follows:

> "These teachers shall have a minimum of five years of successful business experience at a mid-management level or management level in the subject matter level to be taught. If an instructor meeting the above qualifications is unavailable, a person with less qualifications may, upon special request to the State Supervisor of Distributive Education, be approved."

Other Qualifications - Although the above qualifications are the only ones required by law, there are certain others that should be given consideration also. These other qualifications would fall basically into three groupings.

Personal - If the Adult D.E. teacher is to be successful and accomplish the objectives of the course, he/she must be capable of interacting sociably with the community. This interation necessitates a pleasing appearance and voice and a personable manner.

Professional - Equally important to success of the program is the professional adeptness of the instructor. The instructor must be so competent in presenting the material to the students that they are highly motivated and can see application of the material taught to their own job skills and area of employment.

Technical - Also necessary to program success is the amount of in-depth distributive knowledge possessed by the instructor. The knowledge must be current up-to-date information based on accurate trade literature and good sound practical experience. (3)

Certification of Adult D.E. Instructors - If an instructor can be found meeting all of the above qualifications, the only thing remaining to be done is certification, eligible to teach. The State Department Form 1-3 A Vocational License must be completed and returned to accomplish this.

After the instructors have been secured, the Coordinator should implement Step IV - Preparing Adult Instructors.

Step IV - Preparing Adult Instructors

Preparation of the adult instructor is also a very important step in the program. How well this is done will probably play an important role in the total program's success.

Oftentimes the person selected to teach the adult class has very little if any training in teaching methodology. Because of this deficiency the D.E. Coordinator must spend some time with the prospective teacher explaining basic concepts involved in education. This is not to imply that the Coordinator will transform the prospective teacher from businessperson to teacher overnight. It simply means that the businessperson will be given some basic "do's" and "don'ts" involved in teaching. Several examples of these are included for your consideration.

1. Terminology that is highly technical should be discarded in favor of more understandable language.
2. Time limitations must be given consideration when planning course content.
3. Some general training is desirable but the majority of information should be specific in nature and immediately adaptable to the student's jobs.
4. When feasible, training should be centered around direct learner participation. Role-playing is usually very effective.
5. Try to involve as many of the student's senses as possible in the learning situation. Using visual aids helps to accomplish this.
6. Don't try to cover everything in one course. Use one course to induce interest in future courses or in further independent study. (3)

After giving the teacher basic education indoctrination, it is time to begin Step V. (This may already be underway.)

Step V - Promoting Adult D.E. Programs

After completing the first four steps in the program, you are ready for its promotion. All this involves is simply deciding how you are going to let potential students and the public in general know what courses are being offered and how one goes about enrolling. One, several, or all of the following methods may be used:

1. Direct mail - Although the most expensive, this method will usually prove extremely effective. By using this method, a specific group of people can be reached without wasting effort and expense on segments of the population that have little interest.
2. Personal contact - The obvious advantage of this method is that it allows the other person to ask and receive answers for questions. The Coordinator can telephone businesses in the community to solicit employees for the class. Also, this method is very inexpensive except for the Coordinator's time.
3. Newspaper - This is probably the most widely used method. It usually involves no expense, yet reaches most of the community. A timely news story can produce many students.
4. Students - Students can also be used to the program's benefit. All that is necessary is for the Coordinator to give the co-op students information sheets that can be posted in employee lounges and/or discussed with fellow workers.
5. Radio and television - As required by law, radio and T.V. stations must provide a certain amount of air time for public service. Usually they are very cooperative with the Coordinator in making spot announcements pertaining to the Adult Education Program. This is almost always

without charge. The Coordinator should, however, prepare a script and have it ready to be read when the opportunity presents itself.

After promoting the program and getting the students informed as well as interested, the Coordinator is ready for the next step, Coordinator Responsibility in Relation to Teaching the Adult Class.

Step VI - Teaching Adult D.E. Programs

Second only in importance to recruiting the instructor, this step will probably determine whether or not any future courses will be taught.

It is extremely important that the D.E. Coordinator attend the first few class meetings. His/her presence will give the instructor added confidence as well as demonstrate to the students that a great deal of importance is placed on the class. Also, if any problems should arise in relation to the instruction, the Coordinator will be available to lend assistance to the instructor.

It is not necessary for the Coordinator to attend more than the first few sessions, but a periodical check should be made during the remainder of the course to help the instructor in whatever possible.

The next step in the program, Filing State Department Forms, is a procedure that could be placed in several positions of the sequencing order. After reviewing Step VII, it will become evident that parts of the form must be filed at different times.

Step VII - Filing State Department Forms

State Department form 1-2, as revised in November of 1976, is used in application for approval of adult classes. Unlike the old form, the new 1-2 has several parts: the application for approval of adult classes, the initial report, and the final report. Because these parts are handled differently, it is imperative that the D.E. Coordinator read the enclosed explanations and directions. They must be followed exactly.

In order to secure this form, check with the Local Vocational Director. If there is no Local Director in your district, contact the State Supervisor of Distributive Education.

Also included for your information is a copy of the Policies and Regulations for Adult Education as published by the State Department of Education. This is located in Appendix B.

Form 1-2/Revised Nov. 1976 - General Instructions

1. Fill out the front side of the application in accordance with the enclosed instructions. (Be sure to attach the course outline.)
2. Maintain the blue copy for your temporary file copy.
3. Send the other three copies to the State Department.
4. After processing, the pink and yellow copies will be returned to you. (If the class is not approved, further processing is not necessary.)
5. After the second class meeting, fill in the initial report information on the blue copy and return to the State Department.
6. When the class ends, complete the pink and yellow final report information forms. (Carbon paper is required on the back transfer.)
7. Mail the pink copy to the State Department. The pink copy must be submitted, since this is the only form from which the Finance Office will issue payment.
8. Retain the yellow copy for your file.
9. When payment is made, the check will reference the class number. A file copy of the final report will not be returned to you as has previously been done. Please keep your yellow copy as shown in Step 8.

SAMPLE

APPLICATION FOR APPROVAL IN ADVANCE FOR STATE & FEDERAL AID FOR ADULT VOCATIONAL EDUCATION PROGRAMS. Form 1-2/Revised Nov. 1976

Subject A OE Code B № 09790

Service Area C Outline Attached D Outline # E

Instr. F Cert # G SS # H School I

Instr. F Cert # G SS # H School I

Start Date J End Date K Time L To M

Days of Week M T W T F S W No. of Class Meetings O No. of Weeks P Total Hrs. Q

Class is (Check one) Supplementary ☐ R Preparatory ☐ T Apprenticeship ☐ U Rate of Pay V

(Check one) Regular Z ☐ Y Disadvantaged ☐ X Handicapped ☐ Other Costs W

(Check if applicable) AA Start-up ☐ BB In-plant ☐ Total Requested CC

DD Est. Cost EE % Reimbursement FF Date GG Authorized Representative

FOR STATE OFFICE USE ONLY

☐ Approved ☐ Not Approved _____ Adult Specialist _____ Date

_____ Approved Reimb. _____ State Supervisor _____ Date

_____ % Reimb. _____ Assistant Director _____ Date

STATE OFFICE COPY

## DETAILED INSTRUCTIONS FOR COMPLETING APPLICATION FOR APPROVAL OF ADULT CLASSES

A - Subject - List the title of the specific course being taught.

B - OE Code - Office of Education code. Please list these accurately as reports are based on this code number.

C - Service Area - Write in the service area - i.e. Ag, B&O, DE, Health, H.E., Tech., or T&I.

D - Outline Attached - Check, as course outline must be attached to this application.

E - Outline Number - Post-secondary only.

F - Inst. - List the name of the instructor as it appears on their license and/or statement of qualifications. If more than one instructor teaches this same class at its current scheduling, place both names on the same 1-2 form.

G - Cert# - List the instructor's vocational license number. If the instructor does not have a license, do not write in the blank, but attach the Statement of Qualifications, Form 1-3, in duplicate.

H - SS# - Social Security number of instructor.

I - School - On the top line, list the school district name and on the second line the school where the class will be taught.

J - Start Date - Month, day, and year the course is scheduled to begin.

K - End Date - Month, day, and year the course is scheduled to terminate.

L - Time - Clock hour the class will begin (Example: 6 p.m. or 8:30 a.m.)

(continued)

## APPLICATION FOR APPROVAL
(Continued)

M - To - Ending time for the class (Example: 9:30 p.m.)

N - Days of Week - Days on which the class will meet.

O - No. of Class Meetings - Number of times the class will actually meet.

P - No. of Weeks - Calendar weeks the course is scheduled for. We cannot approve a class for more than 18 weeks at a time.

Q - Total Hours - Total hours of instruction.

R - (Check one) - Check the class as being "supplementary," "preparatory," or "apprenticeship."

S - Supplementary - Check supplementary when the persons are employed in the field and are upgrading their employment.

T - Preparatory - Check preparatory when the persons are unemployed or when they are desiring to change to new jobs not directly related to their current employment.

U - Apprenticeship - Check apprenticeship when the persons are participating as part of a formal apprenticeship program.

V - Rate of Pay - Vocational Reimbursement cannot exceed $7.00 per hour.

W - Other Costs - Show any other costs the local school contributes for teacher salary, supplies, travel, maintenance, etc.

X,Y,Z - (Check one) - Check the class as being either "regular," disadvantaged," or "handicapped."

AA - Start-up - If the class is for an industrial Start-up and the class has been coordinated with the coordinator for new and expanding industry, mark as Start-up.

BB - In-plant - Check when the course is for a specific industry at their plant.

CC - Total Requested - This is the summation of total hours times the rate of pay plus other costs.

DD - Estimated Cost - Estimated cost you expect to receive for reimbursement from the State Department.

EE - % Reimbursement - The percent of the estimated cost you expect for reimbursement.

FF - Date - Date of signature.

GG - Authorized Representative - Must be the Superintendent or authorized person.

INITIAL REPORT INFORMATION

☐ Class is running as scheduled with A M & B F

C ☐ Class did not develop - funds not needed

D ☐ Class is delayed - New dates E to _____

New times F to _____

☐ Instructor changed to G

VE No. H SS No. I

Initial report submitted by J Date K

INITIAL REPORT INFORMATION

A,B - M & F - Include the number of males and females enrolled in the class.

C - Class did not develop - Mark when the class should be cancelled because enrollment was not 10 or more.

D,E,F - Class is delayed - Mark when for some reason the class did not begin as originally scheduled on the application for approval. Show new dates and time for the class. Do not mark if the class did not start because of low enrollment. Funds cannot be held for different classes.

G,H,I - Instructor changed - When an instructor change is made between the submission of the application for approval and initial report filing date, show the new instructor, license number, and social security number.

J,K - Initial report submitted by - The person designated to process adult courses may sign the initial report if the director or superintendent so designated. Date of signature.

FINAL REPORT INFORMATION

| Race | Total Class Enrollment | | Total Completed | | Left prior to Completion With Marketable Skills (For Preparatory Only) | |
|---|---|---|---|---|---|---|
| | M | F | M | F | M | F |
| Indian | A | | B | | C | |
| Negro | | | | | | |
| Oriental | | | | | | |
| Spanish | | | | | | |
| White and Other | | | | | | |

I hereby certify that the above statement is correct, and that funds have been expended in accordance with state and federal regulations.

Date _____ 19 ___ Signed: D
Authorized Representative

| STATE OFFICE USE ONLY | | | | |
|---|---|---|---|---|
| Total Voc. Cost | Federal | State | Reimb. | Local |
| | | E | | |

## FINAL REPORT

A - Total Class Enrollment - All enrollees; this number should agree with the initial enrollment.

B - Total Completions - Include only those who completed course requirements. For health occupations, show as completions only those who have a final score of 75 or more.

C - Left Prior to Completion with Marketable Skills - For preparatory classes only. Employed in the field prior to completion of course.

D - Authorized Representative - Date and signature of Superintendent or authorized person.

E - State Office Use Only - Do not write in this space.

After the first seven steps are complete and the class is drawing to a close, Step VIII should be implemented. This step will be used to determine how effective the total program was.

Step VIII - Evaluating Adult D.E.

In order for the D.E. Coordinator to determine how effective the Adult Program is, there must be some form of evaluation. The overall purpose of the evaluation will, of course, be program improvement. In order for the evaluation to be valid, all persons involved must participate. This includes the D.E. Coordinator, the instructor, and the students.

Of interest to the Coordinator would be things such as scope of the program, quality of instruction, and total effectiveness in helping the community. The information obtained will be used to help establish future courses. Hopefully, future courses will show marked improvement by virtue of the fact that previous mistakes would not be made again.

Of interest to the instructor would be whether or not the established instructional objectives were obtained. The evaluation should also indicate strong as well as weak points in the instruction. Hopefully, advantage would be taken of such information so that future classes could be improved.

Of interest to the student would be what was actually gained from the course. It should assist in answering such questions as the following: Was the instruction what I expected?; Did I gain anything from the class?; Will the class help me to secure employemnt or to advance on my present job?; and Will future classes of this type help me in my profession?

A sample evaluation form follows for your consideration and/or possible use.

SAMPLE EVALUATION FORM

Adult Distributive Education Class Name _____

Instructor _____

Date _____

1. How well is the course organized?

   _____ a. Unorganized; sometimes incoherent

   _____ b. Poorly organized in spots

   _____ c. Fairly well organized

   _____ d. Good organization

   _____ e. Unusually well organized

2. To what extent are practical applications of this course mentioned?

   _____ a. No practical applications given

   _____ b. Few practical applications given

   _____ c. Practical applications often mentioned

   _____ d. Practical applications stressed

   _____ e. Practical applications continually given

3. As an overall rating this course was

   _____ a. Poor

   _____ b. Fair

   _____ c. Average

   _____ d. Good

   _____ e. Excellent

4. Do you feel that any part of this course should be eliminated?

   _____ a. Yes _____

   _____ b. No

   If yes, please indicate which part by naming sessions subject.

5. Should some other topic have been discussed or given study?

_____ a. Yes _____

_____ b. No

If yes, please indicate by a name or idea

6. Would you have preferred less lecture material and more discussion or vice-versa? Or do you believe there was a sufficient amount of each?

_____ a. Less lecture material and more discussion

_____ b. More lecture material and less discussion

_____ c. There was a sufficient amount of each

7. Please indicate the two most important things you gained from the adult course.

8. Was the course as informative and helpful as you had expected? If not, how did it differ from your expectations?

_____ a. Yes

_____ b. No _____

9. Discuss your job and things gained in relation to your work.

10. Name the two most interesting things we have done.

11. Name the two most boring things we have done.

12. Other comments you may have: (1)

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*NOTE:

This publication offers excellent information in great detail concerning many of the facets of Adult Education as presented in this handbook. It can be obtained by writing the address listed below:

Publication Sales
American Vocational Association
1510 H Street, N.W.
Washington, D.C.

Appendices

Appendix A

Statement of Qualifications For Vocational Education Teachers

Form 1-3

Form No. 1-3
Miss. Voc. Ed.
Revised Nov., 1969

# STATEMENT OF QUALIFICATIONS FOR VOCATIONAL EDUCATION TEACHERS MISSISSIPPI

Name_____ Social Security No._____ Sex_____ Age____

Date_____ Marital Status_____ Number Dependents_____ Telephone_____

Address_____ City_____ State_____

## VOCATIONAL AND TECHNICAL QUALIFICATIONS

Name of your specific occupation_____

Name of subject you prefer to teach_____

Did you serve a regular apprenticeship or learning period? Yes___ No___ How many years?_____

Name and location of firm with which you served apprenticeship_____

How many years did you serve as a journeyman at the occupation you desire to teach?_____

Have you had practical experience as a supervisor, foreman or superintendent? If so, explain_____

_____ Number of years_____

How many men did you have under your supervision?_____ How many apprentices?_____

*Can you read working drawings? Yes___ No___ For what trades?_____

If member of any professional or civic organizations, indicate names_____

Have you ever had any experience with young people (clubs, Y.M.C.A., social affairs, church, etc.)? Describe_____

_____

## EDUCATIONAL QUALIFICATIONS

Elementary School_____ Grades Completed_____ Date_____

High School_____ Grades Completed_____ Date_____

College_____ Number Years_____ Date_____

Degree held and major field of work_____

List below your vocational education courses (mark G in front of graduate courses).

| Institution | Names of Courses Taken | Date | Semester Hours Credit |
|---|---|---|---|
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| | | | |

SPECIAL COURSES COMPLETED WHICH HELP TO QUALIFY YOU FOR POSITION

| Institution | Names of Courses Taken | Date | Semester Hours Credit |
|---|---|---|---|
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| | | | |
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*Fill out if applicable.

Note: If additional space is needed any place on this form, attach a separate sheet.

TEACHING EXPERIENCE

| Courses Taught | Date | Location | Official in Charge of Schools |
|---|---|---|---|
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FULL-TIME WORK EXPERIENCE (OTHER THAN TEACHING)

| Dates of Employment | | Length of Employment In Months | Title of Your Position | Monthly Compensa-tion | Name, Address and Business of Employer |
|---|---|---|---|---|---|
| From Month Year | To Month Year | | | | |
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| TOTAL MONTHS | | | | | |

Complete and submit to: VOCATIONAL EDUCATION DIVISION
MISSISSIPPI STATE BOARD FOR VOCATIONAL EDUCATION
P. O. BOX 771, JACKSON, MISSISSIPPI 39205

I certify that the foregoing statements are, to the best of my knowledge and belief, true and correct.

References: _____ Applicant

Name _____ Position _____ Address _____

Name _____ Position _____ Address _____

Name _____ Position _____ Address _____

NOT TO BE FILLED OUT BY APPLICANT BELOW THIS LINE

Teaching Position _____ Approved _____
Local Director or Supt. of Schools

Date _____

Approved _____
State Supervisor

License Number _____

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Appendix B

Policies and Regulations for Adult Education

State Department of Education

# POLICIES AND REGULATIONS FOR ADULT EDUCATION

September, 1976

State of Mississippi

Department of Education

Dr. Charles Holladay, Superintendent

Division of Vocational-Technical Education

Dr. J. W. Lewis, Director

## POLICIES AND REGULATIONS FOR ADULT EDUCATION

### Overview

Adult education is an organized sequence of learning for an individual so that predetermined or developed learning objectives are pursued.

Individuals involved are those considered adults by virtue of age, social role, and the opportunity to make their own decisions.

Adult education may be for credit in high school, beyond high school, or for no credit. It may be self-paced or imposed, formal or informal; and, it may attempt to reach individuals or groups of individuals.

### Establishing Program

1. Survey of potential employers must show that sufficient job opportunities exist to insure justification of establishing a program. The results of the survey should be available upon request.

2. Survey of potential students must show that a sufficient number of persons having aptitudes and interests are available to justify the establishment of a program. (A minimum of ten (10) students per instructor must be enrolled for a class to be offered.) Regular students should not be encouraged to enroll in the adult education program.

3. Advisory committees must be utilized in determination of curriculum, equipment, and facilities needed for the program.

4. The program must be geared to meet the paramount needs of business and industry.

5. Instructors and/or supervisors for programs must have professional and technical preparation coupled with adequate work experience in the teaching field. All personnel must meet the requirements listed in the State Plan for Vocational-Technical Education.

6. Requests for reimbursement (Form 1-2) must be submitted at least two weeks prior to the first class meeting. These must be signed by the president or local director of the institution.

   (a) An outline of course material must accompany each request. The outline must contain sufficient detail to determine the content of the course.

   (b) Each prospective instructor must submit a Statement of Qualifications (Form 1-3) if one is not on file.

Operating and Maintaining Programs

1. Each program must maintain a minimum enrollment of 10 students and an average attendance of 80%. If the attendance or enrollment falls below this number, the class should be discontinued.

2. When general development classes are offered, they must be for persons who need that class in their occupation.

3. Approved classes may be reimbursed at the current rate per hour of instruction as set by the State Department of Education.

4. When class meets for 15 hours or more per week, reimbursement will be made at the school percentage rate. (Exceptions are Start-Up and in-plant classes.)

5. Local schools who expect to be reimbursed by the State Department of Education must adhere to the following guidelines for the number of hours of part-time teaching:

   (a) Regular instructors may teach not more than two nights per week, provided they teach a full-day load, unless extenuating circumstances exist. We recommend that adult teaching load no exceed four hours per night.

   (b) Instructors from business and industry, employed for part-time teaching may teach not more than 15 hours per week, unless extenuating circumstances exist.

6. Classes that are scheduled to start in one fiscal year and carry over into the next fiscal year should be submitted on two (2) separate 1-2 forms. One form should show an ending date of June 30 (or the last regularly scheduled meeting prior to June 30). The other form should show a beginning date on or after July 1 for the remainder of the course. Requests for these classes or other classes to begin after June 1 should be submitted to the State Department of Education not later than May 15 of each fiscal year.

7. An initial report (Form 1-2A) should be submitted within two weeks after the first class meeting.

8. When each adult class ends, a final report must be made in triplicate to the State Department. (Form 1-2B for reimbursed classes, Form 1-2C for classes not reimbursed.) Funds cannot be expended until the final report has been received and processed; therefore, all reports should be submitted to the state office within ten (10) days from the last class meeting.

Qualifications of Instructors

1. Reimbursement will be made to a school for payment of salaries only for those teachers holding a valid vocational license.

2. Adult teachers shall meet the same minimum requirements as post-secondary or secondary teachers in each service area. (Exceptions - distributive, technical, business and office, and home economics). See adult listings, Rules and Regulations for Vocational Teacher Licensing.

3. In the event an adult teacher is employed to teach for 15 hours or more per week for as much as six months each year, the teacher must meet the same license renewal requirements as a regular full-time teacher.